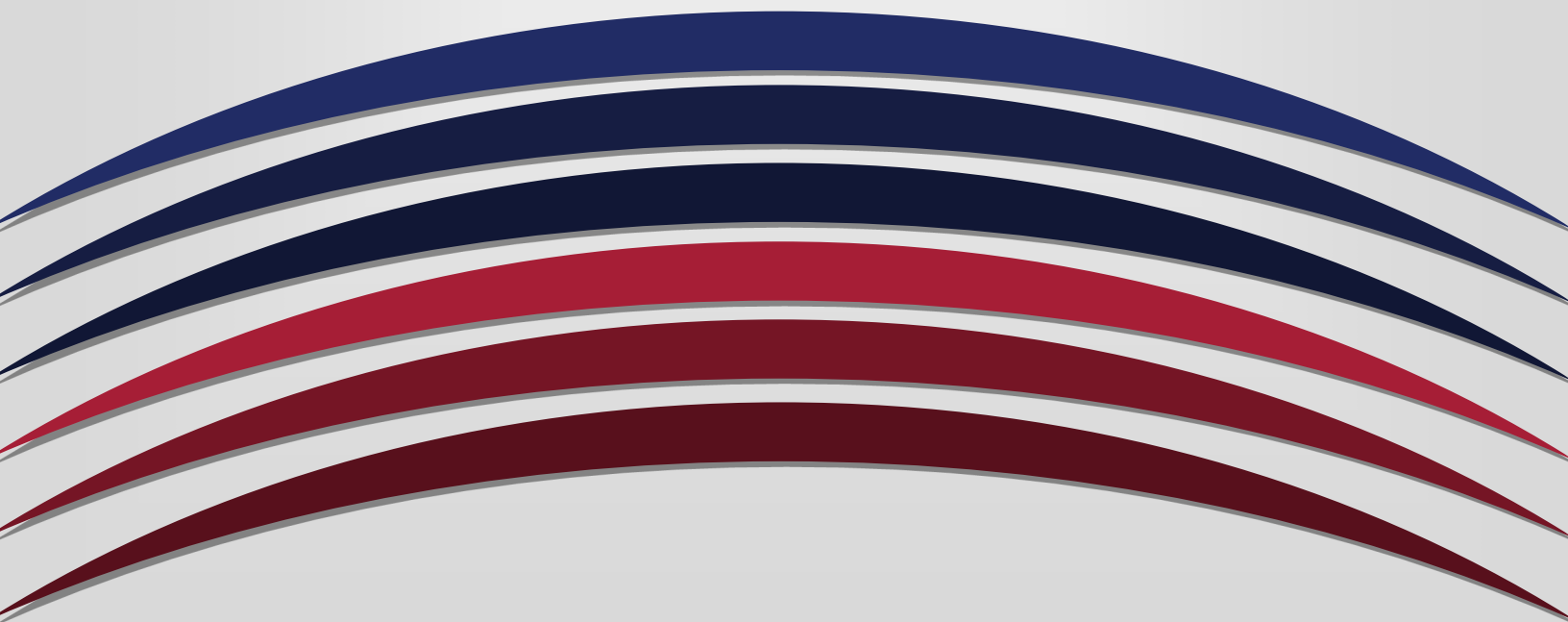


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Course-Level Assessment Report**

**Course: \_Foundations of Early  
Childhood\_\_\_\_\_**

**Academic Year: \_\_2021-2022\_\_\_\_\_**



1. Name of course: Foundations of Early Childhood
2. Name of individual(s) compiling report: Traci Johnston
3. Date of submission: September 15, 2022
4. Academic year: 2021-20022

## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

**CLO#1-** Examine the major roles and characteristics of early childhood teachers (NAEYC 6a, 6c, 6d)

**CLO#2-** Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)

**CLO#3-** Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development (NAEYC 1a, 1b, 2b, 4b, 4d, 5a, 5b, 5c) (CEC 1.1, 1.2, 2.1, 5.1)

**CLO#4-** Compare the different types of early childhood programs (NAEYC 1c, 4c, 5a, 5b, 6d)

**CLO#5-** Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom (NAEYC 1a, 1b, 1c, 2c, 3b, 4a, 4b, 5a, 5b, 5d, 6b, 6d) (CEC 2.1, 2.2, 3.2, 4.2, 5.1)

**CLO#6-** Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d) (CEC 1.1, 6.3)

**CLO#7-** State the teacher's role in supporting the socialization process in young children (NAEYC 1a, 1c, 2a, 2b, 2c, 4a, 5a, 5b) (CEC 4.4, 5.4)

**CLO#8-** Collect examples of beneficial strategies which establish effective home and school partnerships (NAYEC 2a, 2b, 2c, 3d, 4a, 4d, 5c, 6b) CEC 4.3, 5.5, 6.5, 6.6)

**CLO#9-** Review Arkansas-approved curriculum for young children (NAEYC 1a, 1b, 1c, 2c, 3a, 3c, 4b, 5c, 6d) (CEC 3.3)

**CLO#10-** Connect the practice of observing children to planning developmentally appropriate learning experiences (NAEYC 1c, 2a, 3a, 3b, 3c, 3d, 4b, 5b, 5c, 6b) (CEC 2.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5)

**CLO#10-** Evaluate physical environments, activities, and materials for young children birth to age eight (NAEYC 1a, 1b, 1c, 2c, 3a, 3b, 3c, 4b, 6b, 6c, 6d) (CEC 3.3, 5.2, 5.4, 5.5, 5.7, 6.1)

**CLO#11-** Acknowledge professional work ethics (NAEYC 6b) (CEC 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3)

### 2. Which CLOs were addressed for the academic year?

**CLO#2-** Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

**CLO#2-** Outline the philosophical foundations and historical forces that have shaped early childhood education (NAEYC 6c, 6d) (CEC 6.2)

### 4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>  
PLO list will vary depending on your Program.)

**CLO#2** connects directly to **PLO#1-** Demonstrate knowledge of developmental domains, child development, developmental learning theories, and learning theories and its application to appropriate learning environments for young children (aligns with NAEYC Standard 1)

**CLO#2** connects directly to **ILO#1-** Analyze information from credible sources (Information Literacy)

**CLO#2** connects directly to **ILO#2-** Appropriately apply a variety of technology tools within one's discipline (Technology Literacy)

**CLO#2** connects directly to **ILO#2-** Communicate with diverse audiences in multiple contexts. (Communication)

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p><i>Students conduct research on an early childhood theorist and prepare a research paper and PowerPoint presentation. A scoring rubric is used to assess the project. The theorist project was reported on last year and is being measured again this year for comparison.</i></p>
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Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes	No <i>This is a direct assessment using a scoring rubric.</i>
How do you define success for an individual student on the CLO assessment assignment or measure?	Student scores 70% on the Theorist Paper & PowerPoint project measuring competence in CLO#2.	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	70% of students in the course achieve success on the CLO assessment project- Theorist Paper & PowerPoint	
How many students completed the assessment, and how many were successful?	<u>Fall</u> 8 students 8 successful (79% success rate)	<u>Spring</u> 7 students 7 successful (91% success rate) <u>Summer</u> 13 13 successful (90% success rate)
Academic Year Total (add the numbers from Fall and Spring)	28 students assessed 28 students successful (87% success rate)	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

## 5. What is your analysis of the findings?

Overall, students have successfully mastered this assessment. However, there continues to be several areas of concern where improvement could be made.

Students continue to struggle with making the practical application to their theorist and today's early childhood classrooms. (Fall, 88%, Spring, 86%, Summer, 79%).

Students also have difficulties with APA format in their research paper. (Fall, 75%, Spring, 63%, Summer, 82%)

## 6. What is the action plan for the upcoming academic year?

Faculty have discussed adding the presentation component back into the project. This will help ensure that students have a better understanding of their theorist when they are also required to present the information to their classmates. Students will have to present how they can see the theorist's in today's classroom.

Faculty will continue to have an embedded librarian in the course to provide research assistance as well as information on APA. Students need additional training on APA format. Faculty will continue to brainstorm on ways to support students as they continue to refine their writing skills.